

A STUDY OF TWO READING PROGRAMS: A NONGRADED  
AT JOHN HARLAN SCHOOL AND A COMBINATION  
TYPE AT GERTRUDE FELLOWS SCHOOL

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A Field Report  
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by  
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## CHAPTER I

### INTRODUCTION

Proficient reading is important to the individual for many reasons. It is essential for effective adjustment in a multitude of everyday life activities as well as for learning in school. Furthermore, reading for enjoyment has an important place in leisure-time activities of both children and adults. Ability to read well frequently promotes one's personal and social adjustment in a variety of situations. The proficient reader tends to be better informed and hence a better citizen.<sup>1</sup>

There is no more complicated, controversial or ill-defined subject than the teaching of reading. Nor, as a recent research report points out, has any subject been more researched. But with all the research, all the controversy and all the emphasis that has been put on reading, one major question remains: How can we best teach reading?

#### I. THE PROBLEM

Statement of the problem. This study analyzes two reading programs and serves as a basis for further research.

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<sup>1</sup>Guy L. Bond and Miles A. Tinker, Reading Difficulties, Their Diagnosis and Correction (New York: Meredith Publishing Company, 1967), p. 17.

The Nongraded John Harlan School has just completed its first as a nongraded school. The Combination Type Program at Gertrude Fellows will open its Instructional Materials Center the fall of 1969.

Besides reviewing the research this writer will:

1. Study the organizational structure of each program.
2. Present the operation of each program.
3. Evaluate the programs.

The teacher holds the key to the success of any reading program. In order to teach students to think and make decisions, she must build on the students' previous learning; emphasize skills of inquiry and methods of experimentation; and encourage self-directed learning, initiative and responsibility. To do this she must have enthusiasm for teaching, believe in the worth of her profession, be aware of student needs, know her subject matter, and teach with a purpose. She must not only review the research--she must be willing to do the research.

Need for the study. The teaching of reading is recognized by all classroom teachers as the most important task of the elementary school. The child who learns to read well will very likely encounter little difficulty in all academic subjects.

Teachers of reading make a great and lasting contri-

bution to the lives of their pupils. In a period of unprecedented change and experimentation in reading methods, this writer felt a study of two methods of teaching reading done by a teacher, to be a valid study.

Dr. Chall made the following statement concerning reading research:

There is need for improved reading research, and that research should be reported in more meaningful forms that teachers can use. I also want to recommend that you become better able to recognize and to profit from its findings. Then, realizing that research is never complete, we must try to keep up with the evidence as it becomes available to us.

The path to successful reading will be hewn by no single group and at no one level. Researchers, authors, publishers, administrators, parents, and teachers must work together to improve the teaching of reading.<sup>1</sup>

A study of the two methods should help the investigator better understand the purpose for research and its use as a basis for further study.

Limitations of the problem. This study was exploratory only, and was intended to serve as a basis for further study. It did not include all factors that influence a child's reading ability or disability. It did not consider teacher competence, enthusiasm or interest, and it should be noted that the same teacher did not teach both classes

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<sup>1</sup>Jeanne Chall, "How Do Children Learn to Read," The Instructor, LXXVII (March, 1968), 92-93.

involved.

The study did involve two reading programs in the Ames Community Schools.

## II. DEFINITIONS OF TERMS USED

Basal reading program. The basal reading program leads pupils by logical and sequential steps to the mastery of skills by the use of Basic readers and related materials. These are graded materials.<sup>1</sup>

Individualized reading program. Individualized reading allows children to select their own reading materials and set their own pace, but offers them skill instruction in flexible groups using a wide variety of reading material.

Combination type program. A program of reading divided into three phases:

1. Programmed Instruction
2. Basal Reading Program
3. Individualized Reading Program

Programmed instruction program. Programmed instruction is the use of materials which break subject matter or

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<sup>1</sup>Emerald V. Dechant, Improving the Teaching of Reading (Englewood Cliffs: Prentice-Hall Incorporated, 1964), pp. 404-405.



skills into small learning units and is multi-level. The child works at his own level and his own pace. In this study it is the use of S. R. A. 11b.

Nongraded school program. A program which denies the limitations of grade structure and is organized so that the individual student may develop his academic and creative talent as rapidly or as slowly as his abilities permit.

## CHAPTER II

### REVIEW OF THE LITERATURE

Much has been written in regard to the teaching of reading, reading methods, and individualized reading. Progress in reading instruction has been marked by a succession of turning points. For a period of years reading methods all over the country were quite similar.

#### I. PROGRESS IN READING INSTRUCTION

The epochs from 1607 to the present time are:

- 1607 - 1776 Period of Religious Emphasis. The horn-book and the New England Primer. Oral and memorization work.
- 1776 - 1840 Period of Patriotic Emphasis. The blue-backed speller, patriotic selections, and moralistic selections.
- 1840 - 1880 The Period of German-Pestalozzian Emphasis. McGuffey's readers and selections concerned with morals, science, history, art, philosophy, economics and politics.
- 1880 - 1910 The Period of Cultural Emphasis. A basic reader filled with folk-tales and excerpts from classics. Supplemental readers, one per child.

1910 - 1920 Initial Period of Scientific Interest.

Literary readers used for basic readings;  
one set supplemental readers; standard-  
ized tests; phonic charts and phonic cards.

1920 - 1925 Period of Initial Application of Scientific Investigations. A basic set of silent

readers with two or three supplemental  
readers, seat work, silent type.

1925 - 1940 Period of Extension of Investigations and Their Applications. Many books, largely

bearing on the topic of the "unit."

Charts and school-made booklets.

1940 - 1950 The Beginning Period of the Space Age.

Expanding collections of informative books,  
with quantities of reading materials.

1950 to present Period of Emerging Space Age Concern.

Basic readers plus sets of other readers.

Many trade books in evidence. Some pro-  
grammed materials.<sup>1</sup>

As the school population increased and the country expanded, mass education was extended to all children

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<sup>1</sup>Nila B. Smith, Reading Instruction for Today's Children (Englewood Cliffs: Prentice-Hall, Inc., 1963), pp. 4-8.

resulting in complex educational problems.<sup>1</sup>

Smith believed reading instruction in the United States to be almost universal during the period from 1950 to 1960. She said:

Now teachers of all subjects want to know more about reading. Parents are asking questions, pursuing books and articles on reading. Students at high school and college levels and adults beyond college are flocking to reading centers. Slick magazines and laymen are discussing reading freely.

During this period, however, for the first time in history, reading instruction in American schools underwent harsh and severe criticism by laymen.

Insofar as progress is concerned the criticism by laymen probably had three good effects: it caused school people to examine their present methods more carefully; it stimulated the interest of parents and other laymen in reading instruction; it offered motives, psychology, and philosophy on which present methods are based. So in this situation, as is often the case in other situations, even criticism caused reading to move forward.<sup>2</sup>

Effective reading instruction involves progress toward several goals. Such goals include the basic understanding of words, sentences, paragraphs, and stories; maturity in reading habits and attitudes; independence in reading; efficiency in the use of the basic study skills; maturity in comprehension, which requires the use of

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<sup>1</sup>Emmett A. Betts, Foundations of Reading Instruction (New York: American Books Company, 1950), p. 29.

<sup>2</sup>Nila B. Smith, "What Have We Accomplished in Reading?--A Review of the Past Fifty Years," Elementary English, XXXVIII (March, 1961), 147-148.

several special abilities; maturity in adjusting to a variety of reading demands; breadth of reading interest and maturity in reading tastes.<sup>1</sup>

To bring about this effective reading instruction educators look to the research of today.

Smith states:

Most of the studies have evolved from the desire to compare the relative effectiveness of the individualized plan and the group basal reading plan. An overall perusal of the sample researches indicate that as yet there is not enough definitive data from which to draw generalizations. When a great preponderance of studies carried on in different parts of the country point to a superiority of one method over another, then there is decisive evidence of the relative effectiveness of the two methods.<sup>2</sup>

## II. READING RESEARCH TODAY

The "action research" type of study is apparently the most common type of report available. This is the description of the program in operation in one particular grade or school system, and a report on how the teacher or author felt that the program helped the children make progress toward better reading. It does not mean to be indicative of so-called "typical" situation, nor even of ideal conditions. It is more or less what happened in one

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<sup>1</sup>Bond and Tinker, op. cit., p. 40.

<sup>2</sup>Smith, Reading Instruction for Today's Children, op. cit., p. 154.

situation.<sup>1</sup>

Evaluation should probably be made in a variety of ways. Essentially, the types will probably be either according to (1) test results, (2) some measure of the number of books read and the variety of types of books read; and (3) some measure of attitudes of both parents and children toward the program and toward reading itself.<sup>2</sup>

Miller in 1963 did a comparison study of S.R.A., individualized, and Scott-Foresman. Miller concluded that any program which purports to be basic and beats the drum for one and only one approach to reading success should be suspect. A given program might produce excellent results under one set of conditions and not under another.<sup>3</sup>

Not all children profit to the same extent from any one set of procedures. What is desirable for average readers might not be equally good for poorer ones or for superior readers. The study by Saxton in 1957 suggests that the majority of the last group do not have to follow highly

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<sup>1</sup>Ibid.

<sup>2</sup>Walter B. Barbe, Educator's Guide to Personalized Reading Instruction (Englewood Cliffs: Prentice-Hall, Inc., 1961), p. 56.

<sup>3</sup>Billie Miller, "A Comparison of Three Types of Reading Programs--S.R.A., Individualized, and Scott Foresman," The Inter-Institutional Seminar in Child Development, Collected Papers (Dearborn: Edison Institute, 1963).

organized programs in order to develop necessary reading skills. Perhaps not all superior readers need that basal program or, at least, all aspects of it.<sup>1</sup>

Individualized reading has been compared to ability grouping. Several persons have reviewed research in this area. Vite reported that, of seven controlled studies, four showed results favoring individualized reading while three obtained results definitely in favor of grouping.<sup>2</sup>

Examination of materials presently available for teaching reading skills will reveal that they are mainly practice materials rather than teaching materials. Such materials may be used for diagnostic and practice purposes. Such emphases as these require closer teacher guidance. Perhaps the mixed findings of research on the use of materials reflect differences in the ways they have been used. Jones found significant differences between fourth grade groups who used a reading laboratory and those who did not.<sup>3</sup>

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<sup>1</sup>H. L. Saxton, An Investigation of the Value in Basal Reading Materials for Superior Readers, Publication No. 23 (Storrs: University of Connecticut, 1957).

<sup>2</sup>Irene W. Vite, "Individualized Reading--the Score-board on Control Studies," Education, XXCI (1961), 285-290.

<sup>3</sup>R. Jones and E. Van Why, "The S.R.A. Reading Laboratory and Fourth Grade Pupils," Journal of Developmental Reading (May, 1961), 36-46.

Thomas and Crescimbeni state:

In the hands of competent teachers the teaching machine or programmed textbook can be used to foster pupil growth (1) in areas where students have known weaknesses or (2) in new and advanced learning levels. Programmed instruction has possibilities for individualizing instruction, but it may require considerable time and effort before teachers and pupils can realize the full benefits from teaching machines or programmed texts. The field is wide open for experimentation at all learning levels, but the conclusions that educators draw will still be tempered by their philosophy of education or the educational goals which they believe must be realized by given individuals at different stages of their development.<sup>1</sup>

Individual differences in reading ability tend to increase with reading instruction. A given group of pupils will show greater individual differences at the end of four years of schooling than they did at the end of the first year. Good teaching aims at moving every child along at his maximum rate. The gifted child will move further in a given period of time than will the average child. Thus, the better the teaching the greater will be the differences between children. By the time a group of children reach the intermediate grades, they are strung out over a considerable range of reading ability.

Although different facets of the reading program receive varying degrees of emphasis at different grade

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<sup>1</sup>George I. Thomas and Joseph Crescimbeni, Individualizing Instruction in the Elementary School (New York: Random House, 1967).



levels, in the intermediate grades the emphasis almost has to be on what the individual child needs regardless of what is found in the curriculum guide for a particular grade. The need for individualized instruction in the intermediate grades grows out of a wide range of abilities found in children and their equally wide range of instructional needs.<sup>1</sup>

As with all educational innovations, the need for internal research and evaluation is basic. Any plan instituting a new program or programs should include built-in procedures for appraising its growth and for assessing its effects. Far too frequently, efforts at educational experimentation have overlooked this vital step. Consequently, it has frequently become impossible to arrive at considered judgments of the worthwhileness of the program.<sup>2</sup>

Giving attention to adult readers Hayes states:

We cannot be satisfied that the group of adult readers is as large as possible until such time as every child is given an opportunity throughout his school life for personal reading . . . .

The reading habits formed by children and youth influence society today and tomorrow; the good

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<sup>1</sup>Arthur W. Heilman, Principles and Practices of Teaching Reading (Columbus, Ohio: Charles E. Merrill Books, Inc., 1967), p. 308.

<sup>2</sup>David W. Beggs, III and Edward G. Buffie, Nongraded Schools in Action (Bloomington: Indiana University Press, 1967), p. 122.

society will be the society of good readers.<sup>1</sup>

What can we do?

First the reading field must find a way to avoid a situation like the one that produced a Why Johnny Can't Read. It prides itself on its wealth of research--but it seems not to have paid sufficient attention to its own research findings.

With more than one thousand research studies completed each year, it is understandable that no one person can keep up with the evidence. The summaries of research are quite useful, but they are not sufficient.

School people--administrators, supervisors, and teachers--need to have the research put into a form that they can use more directly. Too much of the research is undertaken to prove that one ill-defined method was better than another ill-defined method. We need more long term research.<sup>2</sup>

Explorations into the research on reading take one along different avenues, some of which permit firmer

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<sup>1</sup>Margaret Hayes, "The Status of Personal Reading," in Developing Permanent Interest in Reading (Supplementary Education Monographs, Vol. XVIII, No. 84, Compiled and edited by Helen M. Robinson. Chicago: University of Chicago Press, 1956), p. 47.

<sup>2</sup>Jeanne Chall, Learning to Read: The Great Debate (New York: McGraw-Hill Book Company, 1967), p. 313.

judgments about practices than others. There are few definitive conclusions. However, some trends appear sharper than others. Through weighing and comparing plans and patterns for teaching, signs are likely to emerge. And these signs could lead to a better teaching program.

## CHAPTER III

### THE STUDY

Often the most exciting and the most difficult experiences in schools are never recorded. No one ever seems to have the time. Programs of change involve much careful thought and planning but implementation requires a multitude of other skills.

One thing certain about change is that it entails risk. While we can anticipate improved achievement for pupils, lessening of tensions for children and staff--and all of the other benefits which the experiences of others have proved possible--we also realize the immense effort required.

It is easier not to initiate change. The innovator is, often enough, held suspect by too many adults who should know better. Bit of a pest he is and he will pay a price.

The mature, serious, informed and conscientious educator has little choice. He has a low tolerance for the obvious deficiencies of the educational instruments that he is forced to use . . . temporarily. Problems beware!

Change demands effort. It may cause some anxiety that must come to probing the unknown or unfamiliar. Justifiable and desirable change, however, is essential to any profession that expects to keep pace with a rapidly-progressing society. Education has no choice, which means the educator has no choice, no alternative, when society thrusts him into a leadership role. After a long period of second class citizenship, the spotlight shines brightly upon the educator. Will he

behave like a second class citizen, settle upon his 3 R's comfortably?

I think not.<sup>1</sup>

# I. MATERIALS TO BE USED

The following materials were available to both the Nongraded Reading Program at John Harlan School and the Combination Type Reading Program at Gertrude Fellows School.

In the intermediate grades the Scott, Foresman Reading Program is used.

Vistas<sup>2</sup> a basic reader for fifth grade, accompanied by a Think-and-Do Workbook.

Open Highways<sup>3</sup> a reader designed for children with special needs who do not meet the reading expectations of their grade, accompanied by a Think-and-Do Workbook.

Wide Horizons<sup>4</sup> a reader planned to provide a challenge for exceptionally capable young readers and to raise

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<sup>1</sup>Frank R. Dufay, Ungrading the Elementary School (West Nyack, N.Y.: Parker Publishing Company, Inc., 1966), pp. 203-205.

<sup>2</sup>Helen M. Robinson, Marion Monroe, A. Sterl Artley, Charlotte S. Huck, William A. Jenkins, Vistas (Chicago: Scott Foresman and Company, 1965).

<sup>3</sup>Helen M. Robinson, Marion Monroe, A. Sterl Artley, Charlotte S. Huck, William A. Jenkins, Ira E. Aaron, Open Highways (Chicago: Scott Foresman and Company, 1965).

<sup>4</sup>Wide Horizons (Chicago: Scott Foresman and Company, 1965).

levels of competence and appreciation.

S.R.A. Reading Laboratory 11b<sup>1</sup> a multilevel developmental reading program for use in the regular classroom.

Library Books.

The participants of both reading programs had the use of a central school library. The first semester of school included a forty minute instruction period by the librarian each week. Any student was free to go to the library any day they needed or wished.

## II. THE NONGRADED PROGRAM

The following is a study--the first year of a non-graded program at John Harlan School in Ames, Iowa.

If nongradedness is to stand up and live up to some of its claims and expectations, inevitably, evidence and documentation will be necessary to support its hypotheses. For a movement with the potential magnitude of nongraded schools, high priority should be given to the development of evaluative procedures. Only as purposes are established, can progress then be determined. Therefore, the inclusion of provisions for evaluation as an essential planning step, serves a double purpose.<sup>2</sup>

The nongraded programs appeal lies in its dedication

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<sup>1</sup>Science Research Associates, Inc. S.R.A. Reading Laboratory Elementary Edition 11b. Chicago: Science Research Associates, Inc., 1958.

<sup>2</sup>Beggs, op. cit., p. 123.

to a differentiated education, consonant with human variability, and its determination to free schools of the shackles of unrealistic administrative roadblocks. Against the posture in which schools find themselves these days in the face of changing social conditions and the newer demands brought upon them by the augmented role of education in today's world, the potentialities inherent in the nongraded type of school organization are minimally promising and maximally assuring.

What, then, is there to say during these formative years of development, for the future of the nongraded schools? First, admittedly, no one can speak with full assurance. At best, only predictions based upon observation, insight, conviction, and judgment can be ventured. Second, to assay a conclusive answer at this stage calls for an impossible degree of clairvoyance. One basic problem for the school today is its responsibility for preparing a youth of today for an obscure tomorrow--a tomorrow which defies both rational understanding and computer analysis. Third, the continued weight of tradition and enchantment with proven school practices of the past, when viewed in the light of historical cycles, strongly suggest that the status quo may continue to prevail for many years to come. On the other hand, we may very well be on the threshold of the first truly significant breakthrough in school organization in many, many years--a prospect hastened by factors of urgency, need, and heretofore unanticipated changes in the social scene and in the world picture.<sup>1</sup>

Based on the philosophy of continuous progress for each child, the program was organized to provide an opportunity for each individual to be taught at his best learning

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<sup>1</sup> Ibid.

level. Each child, progressing at his own rate, should have the benefit of a curriculum adapted to his growth pattern.

We want each child to: (1) find satisfaction in learning; (2) realize that subject matter skills are tools with which we can meet and solve problems; (3) develop self-confidence; (4) think imaginatively and openly explore his ideas; (5) be free to explore the resources of the school as well as his own resources; (6) assume responsibility for his own learning.<sup>1</sup>

Our educational program should help each child live a better and richer life by helping him meet his mental, social, physical and emotional needs.

Although it is important to learn to live with other people, it is imperative that the school child learn to live with himself. He must learn to understand his assets and use them constructively. He must discover his shortcomings and, if possible, improve on them; if this is not possible, then he must learn to accept them and make the best of them. He must develop a sense of responsibility to others and a balancing sense of self-protection sufficient to keep him functioning at an efficient level.<sup>2</sup>

Mrs. Anne Pier was the teacher of the Nongraded Reading Program at John Harlan School. The students were all

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<sup>1</sup>Lee L. Smith, A Practical Approach to the Nongraded Elementary School (West Nyack, New York: Parker Publishing Company, Inc., 1968), p. 190.

<sup>2</sup>Smith, loc. cit.



started in the basal reader, Vistas. The Scott Foresman Inventory Test was given to all students. It was for the purpose of deciding on (a) developmental program, (b) corrective program, and (c) remedial program.

Initially, students were grouped by reading levels. If the teacher found him not working at the same rate as his group, the flexibility of the system placed him in another group or even taught him individually.

The subject matter should be developed in such a way that it helps the student to grasp its functional value in relation to the problems of everyday living which confront him.

Mrs. Pier feels that in breaking materials down into stepping-stones which the student takes at his own speed and removing the giant steps of grades, it allows the student a more continuous progress. It removes the fear of failure.

The instructional program was based upon the diagnosis of pupils. The reading teacher was responsible for knowing just where the pupil is having trouble and for directing specific skills to alleviate the problem. It was the feeling that sound teaching directs itself toward eliminating one problem at a time. Skills were developed in a sequence from context materials. The teaching was sequential and systematic. Mrs. Pier used a combination of group tests and individual tests. The group tests are listed in the

bibliography and the individual tests were teacher made.  
Following is a table of results.

TABLE I  
RESULTS OF STANFORD ACHIEVEMENT TESTS FORM X  
MEAN READING SCORES, JOHN HARLAN NONGRADED  
SCHOOL, AMES, IOWA, 1968-69

	Pre-test	Post-test	Gain
Word Meaning	6.52	7.75	1.27
Paragraph Meaning	6.17	7.14	1.13
Study Skills	5.56	6.48	1.04

TABLE II  
SCOTT FORESMAN INVENTORY-SURVEY TEST  
FORM A - GRADES 4, 5, 6

	Pre-test	Post-test	Gain
Grade Scores	6.05	7.50	.92

Significant growth is shown in the results of both tests.

The SRA Reading Laboratory is a multi-level, developmental reading improvement program and was in her room for student's use the final nine weeks of the school year.

Mrs. Pier stressed her use of the library as a source of reading material. Of the twenty-six students whose test grades are recorded, twenty-two are boys. Much effort was made to keep interest in reading high.

Sex differences and their effect on educational progress have received renewed interest lately. Educators have made many proposals regarding this vital issue and these proposals need to be carefully evaluated. In the meantime, it is advisable that classroom teachers become sensitized to this problem and seek ways in their instructional programs to offset the inequality of the sexes, particularly as it affects progress in reading. The best type of reading instruction may be given, but if sex differences in learning are overlooked, the best results may not be achieved.<sup>1</sup>

Constant evaluation is of utmost importance. Anecdotal reporting requires that the teacher take the time to mediate for unusually long periods about each student. This is reinforced by formal and frequent informal parent-teacher conferences.

Mrs. Pier was very enthusiastic about the Nongraded Reading Program at John Harlan School. Efforts will be made

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<sup>1</sup>Nicholas Crisciolo, "Sex Influences on Reading," The Reading Teacher, XXI, Number 8 (May, 1968), 764.

in forthcoming years at adjusting the program wherever and whenever it is deemed important to the success of the students or to the school.

### III. COMBINATION TYPE PROGRAM

Never have methods of teaching reading been more varied and never have materials been more profuse. Perhaps this variety and abundance is due to the generally recognized need for improving reading instruction and the desire to find more effective procedures.

In reading these accounts the student preparing to teach reading or the teacher in practice should bear in mind that all the proponents of these approaches are motivated by a sincere desire to improve reading instruction. Regardless of personal philosophy or conviction we should encourage research concerning all of them. If a teacher is informed in regard to many approaches she may choose a particular approach or aspects of several approaches which seem most appropriate for the children in her classroom, and then experiment. Perhaps she may develop a new approach of her own and measure its results. In either case, the teacher of reading has an excellent opportunity to make contributions to research in regard either in using or developing different approaches to reading instruction.<sup>1</sup>

Developing permanent reading interests is closely related to pupils' motivation for reading. Maintaining interest in reading and healthy attitudes toward reading are special problems in the intermediate grades, particularly in schools which do not provide a wide range of

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<sup>1</sup>N. B. Smith, op. cit., p. 7-9.

reading materials in all areas. There are still too many instances where schools rely primarily on the one-textbook approach in the various subject-matter areas. The only justification for this practice would be a belief that all pupils in a given class read at the same level, that no children in the group lack ability to read books at the designated grade level, and that no children are ready to move beyond these graded materials. This is not a reality.<sup>1</sup>

The variability of pupils in the intermediate grades makes a number of principles particularly appropriate at this period: (a) no child should be expected to deal with materials he cannot read; (b) instruction must be at the learner's present level; (c) a thorough diagnosis will single out the pupils needing special instruction and indicate the skills in which the student is deficient; (d) once weaknesses are discovered, instruction must be fitted to individual needs.<sup>2</sup>

All classroom and administrative innovations are attempts to focus on this problem. The difficulty lies in the fact that differentiation of instruction must rest on meaningful on-going diagnosis of pupils' present abilities and instructional needs. Such diagnosis will reveal that

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<sup>1</sup>Heilman, op. cit., p. 316.

<sup>2</sup>Ibid., p. 309.

no single textbook or other source will be equally good for all pupils in a grade. These are educational principles which, when waived, preclude meaningful differentiation of instruction.<sup>1</sup>

The Combination Type Reading Program is the investigator's fifth grade class at Gertrude Fellows School. The class of twenty-seven students had fourteen boys and thirteen girls. During the school year no new students were enrolled and all students were present the entire year.

All children were given the basic reader Vistas. The first section called Thresholds is a unit that focuses on boys and girls activities and experiences. The importance of self-reliance is evident as is the understanding that individual efforts may not always succeed and that sometimes help must be sought to reach a goal. Most of the classes are oral and even a student unable to read can listen and relate. The Scott Foresman Inventory Test<sup>2</sup> is given and following teacher-student conferences the student is placed with materials meeting his needs and abilities. The length of time spent in basal readers is dependent upon ability and response.

The intermediate grades coincide with a period in

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<sup>1</sup>Heilman, op. cit., p. 335.

<sup>2</sup>Appendix B, Table II.

child development during which learning should be a natural, pleasurable experience.<sup>1</sup>

With this in mind the Individualized Reading Program was introduced at the beginning of the second nine weeks period for some students and for that period through the third nine weeks the student and teacher evaluate and plan together on the type of program fitting the needs of that student.

The final nine weeks period is spent using the SRA Reading Laboratory. This is a multi-level developmental program and was in the classroom for the final nine weeks of the school year.

Outstanding instructional programs are built on the right combination of creative teaching coupled with appropriate materials and methodology. Each of these factors has considerable influence on achieving a proper climate for learning. Superior teachers will probably not see themselves as partisans of one methodological approach to the total exclusion of others. They will not debate the superiority of language experience, basal, individualized or programmed reading but will use concepts, procedures, and materials from these and other instructional approaches. They know that teaching is a most highly weighted of all of

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<sup>1</sup>Heilman, op. cit., p. 334.

the factors involved in creative instruction.<sup>1</sup>

The chief concern in improving teaching should focus on what happens to children as they participate in the program. The chief criterion of excellent reading instruction is evidence that a very large percentage of all children receiving instruction learn to read at a level commensurate with their ability. This implies that every child sees reading as a meaning-making process, and that while learning this process, he comes to enjoy reading. When this occurs the reader develops a respect for reading as the most highly prized skill he can develop for both school learning and personal development.<sup>2</sup>

Following is a table of the results of the standardized test given to measure growth.

TABLE III

RESULTS OF STANFORD ACHIEVEMENT TESTS FORM X  
MEAN READING SCORES, GERTRUDE FELLOWS SCHOOL  
AMES, IOWA, 1968-69

Grade Equivalent	Pre-test	Post-test	Gain
Word Meaning	6.31	7.69	1.47
Paragraph Meaning	6.26	7.54	1.34
Study Skills	5.93	6.49	.54

<sup>1</sup>Heilman, op. cit., p. 536.

<sup>2</sup>Ibid., p. 544.



The writer wishes to point out that the test limitation 9.5+<sup>1</sup> was reached by a number of students in both programs, thus preventing the student's growth from being measured. The writer recommends a review of the tests.

The writer found a satisfactory learning level in spite of the limitation set forth by the test.

Grade equivalents are based on raw scores representing the pupil's accomplishment shown in years and months by the use of tables found in test manuals.<sup>2</sup>

Grade equivalents are of interest to teachers since they show where pupils are in relation to where other pupils in a class or grade are working. When profiles are made for each pupil on a yearly basis, one can observe the individual growth pattern of the pupil from year to year.<sup>3</sup>

The investigator felt that the Combination Type Program for teaching reading was a good way to meet individual differences at the same time keeping interest at a high level for learning. Use was made of the Curriculum Guide.<sup>4</sup>

This writer will assist in the future research.

One of the virtues of American education is that its

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<sup>1</sup>Appendix A and B.

<sup>2</sup>Thomas and Crescimbeni, op. cit., p. 144.

<sup>3</sup>Ibid., p. 115

<sup>4</sup>Appendix E.

practitioners have never been entirely satisfied with their practices or the result of their efforts. Educators have realized that if education is to fulfill the role assigned to it, teachers can never feel that they have reached the point where their professional growth is adequate for the task.<sup>1</sup>

#### IV. THE INTEREST INVENTORY

Success in reading for many students depends upon the development of a liking for the art of reading as a method of gaining information about areas of special concern or interest to the individual.<sup>2</sup>

Teachers who attempt to discover the nature of children's reading interests will find that these can become powerful motivating forces. Entire reading programs can be built around the specialized interests of selected students. Boys and girls will expend more energy and will work for lengthened periods of time when the motivation comes from within.<sup>3</sup>

So that the teacher will have some guide as to the child's interests, it is not unusual to follow some type of

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<sup>1</sup>Heilman, op. cit., p. 25.

<sup>2</sup>Thomas and Crescimbeni, op. cit., p. 250.

<sup>3</sup>Ibid., p. 251.

formal inventory. One of the most widely recommended is that prepared by Witty.

# WITTY INTEREST INVENTORY

Teachers' and Clinicians'

CHILD STUDY RECORD

Paul Witty and David Kopel

Northwestern University Psycho-Educational Clinic

Evanston, Illinois

Revised by Paul Witty and Anne Coomer, 1948

Form VI. Pupil Report of Interests and Activities

The purpose in determining the child's interest, is to aid the teacher and the schools in selection of materials in which the child may be interested.

If we believe that interest is the touchstone to reading achievement, reading enjoyment, and reading usefulness, no study would be complete without this Interest Inventory.<sup>1</sup>

The data is information obtained from the fifty-five students that were a part of this study from John Harlan School and Gertrude Fellows School.<sup>2</sup>

Availability of interesting books in a variety of areas is one of the easiest ways to broaden one's reading horizon.

Interest is constantly shifting as the child matures.

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<sup>1</sup>Appendix C.

<sup>2</sup>Appendix D.

## CHAPTER IV

### SUMMARY

This study was directed toward investigating two reading programs: a Nongraded at John Harlan School and a Combination Type at Gertrude Fellows School in Ames, Iowa. The analyses of the two programs will serve as a basis for further research.

It is the belief of this writer that much of our more valid research is a long term study. There can be no short cut in research.

Much excellent research exists in the field of reading. Many studies that may be weak in certain respects still have the germ of an idea that is worth paying attention to.

Basic decisions of policy in school systems should not be made on the basis of one research report, no matter how excellent. Decisions affecting numbers of teachers and pupils need to be made with great care and must be based on a solid body of research.

Educational research is a way of thinking and acting as opposed to a way of feeling about the field of education. It is a refining process.

Each study of a reading program was treated separately. This was not meant to be a comparative study.

The John Harlan School has just completed its first year as a Nongraded school. Will it be successful in providing an educational framework and an administrative structure through which education more nearly meets the needs of learners and more realistically provides for extreme range of human variability? Principal Dr. Marvin O'Hare and his staff will be researching for answers.

The Gertrude Fellows School opens its Instructional Materials Center this fall, 1969. The I.M.C. will be a library and contain all of the teaching machines, the electronic recordings, and other reference materials of our school. There will be a quiet zone for reading, writing, and individual study. There will also be an area for typing, viewing films, listening to recordings, and holding student conferences. The Instructional Materials Center will be the heart of the school. Both teachers and students will use it as a location to carry on much of the teaching-learning activity of the school. Principal Dale Brentnall and his staff will be attempting to assess the merit of the Instructional Materials Center through further research.

Primarily the Interest Inventory included in the appendix is for the use of intermediate teachers or librarians. The possibilities of a study using this inventory are numerous. No educator will argue the importance of interest in learning.

The writer found a satisfactory learning level in both programs. In essence, research sharpens our thinking, honing to a finer edge those practices that may be better than others.

Research is a way of verifying educational improvements, a means for settling disputes regarding educational practices and a means of establishing a cumulative tradition enabling us to improve without a faddish discard of old wisdom for inferior practices.

This writer will be anxious to read future research.

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## BIBLIOGRAPHY

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APPENDICES

# APPENDIX A

## TABLE I

BASIC DATA OF NONGRADED READING PROGRAM OF JOHN HARLAN SCHOOL  
1968-1969

NO.	STANFORD ACHIEVEMENT TEST								
	WORD MEANING			PARAGRAPH MEANING			STUDY SKILLS		
	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
1.	3.6	7.0	3.4	4.3	5.2	0.9	3.7	7.8	4.1
2.	5.6	8.3	2.7	4.2	6.5	2.3	5.5	7.7	2.2
3.	6.4	7.8	1.4	6.5	7.5	1.0	6.2	7.3	1.1
4.	4.1	5.6	1.5	3.1	5.0	1.9	2.4	3.6	1.2
5.	6.7	8.3	1.6	9.5	9.4	-0.1	7.1	7.1	0.0
6.	4.4	4.7	0.3	3.8	5.0	1.2	3.3	3.6	0.3
7.	8.8	8.3	-0.5	5.4	7.2	1.8	5.2	6.7	1.5
8.	6.1	9.5+	3.4+	5.7	6.9	1.2	4.6	7.6	3.0
9.	8.8	8.7	0.1	7.5	9.3	1.8	7.6	8.2	0.6
10.	7.0	7.8	0.8	9.5	9.5	0.0	7.1	6.5	-0.6
11.	4.4	5.7	1.3	4.8	4.8	0.0	3.7	4.5	0.8
12.	3.6	4.2	0.6	4.9	5.2	0.3	2.2	2.6	0.4
13.	6.4	9.5+	3.1+	7.0	9.5+	2.5+	7.0	9.0	2.0
14.	7.3	8.8	1.5	5.6	7.5	1.9	6.8	7.6	0.8
15.	7.8	7.7	-0.1	5.6	9.5	3.9	7.3	7.6	0.3
16.	9.5	9.5+	0.0+	9.3	9.5+	0.2+	6.2	7.4	1.2
17.	3.9	5.1	1.2	3.6	3.8	0.2	4.8	5.2	0.4
18.	9.5	9.5+	0.0+	9.3	8.0	-1.3	8.5	7.9	-0.6
19.	7.5	7.5	0.0	7.2	7.7	0.5	6.7	6.8	0.1
20.	7.0	7.8	0.8	6.9	8.0	1.1	5.7	7.6	1.9
21.	5.6	7.0	1.4	4.2	5.9	1.7	4.2	6.2	2.0
22.	5.6	8.8	3.2	4.0	4.3	0.3	4.8	5.3	0.5
23.	8.8	9.5+	0.7+	9.5	9.5+	0.0+	7.9	7.3	0.6
24.	7.5	7.8	0.3	6.3	9.5+	3.2+	7.0	7.1	0.1
25.	7.0	7.8	0.8	7.2	9.3	2.1	6.7	7.6	1.9
26.	6.7	8.8	2.1	5.4	5.7	0.3	2.4	2.8	0.4
TOTAL	169.6	201.0	31.6	160.3	189.2	29.2	144.6	168.6	26.2
MEAN	6.52	7.73	1.22	6.17	7.18	1.12	5.56	6.48	1.01

# APPENDIX A

## TABLE II

BASIC DATA OF NONGRADED READING PROGRAM OF JOHN HARLAN SCHOOL  
1968-1969

NO.	PMA	IQ	SCOTT, FORESMAN READING TEST		GROWTH
			PRE	POST	
1.	110		3.9	5.9	2.00
2.	109		5.2	8.1	2.90
3.	118		6.55	7.3	0.75
4.	91		3.90	4.55	0.65
5.	128		7.75	9.0	1.25
6.	94		4.2	4.5	0.30
7.	111		5.7	*	*
8.	104		6.5	9.0	2.50
9.	125		8.3	9.0+	0.70+
10.	121		7.6	8.15	0.55
11.	87		4.5	4.7	0.20
12.	102		4.2	4.7	0.50
13.	115		8.8	8.65	-0.15
14.	117		8.2	9.0+	0.80+
15.	**		7.1	7.7	0.60
16.	**		6.8	9.0+	2.20
17.	96		4.2	3.8	-0.40
18.	115		8.85	9.0+	0.15+
19.	106		8.15	8.5	0.35
20.	110		7.0	8.0	1.00
21.	87		3.6	6.7	3.10
22.	97		4.1	3.3	-0.80
23.	124		8.3	9.0+	0.70
24.	111		8.2	8.9	0.70
25.	112		6.6	8.35	1.75
26.	99		4.3	4.9	0.60
TOTAL	2589		162.50	179.70	22.90
MEAN	107.8		6.25	7.19	.92

\* Absent during testing.

\*\*IQ not available.

## APPENDIX B

TABLE I

BASIC DATA OF COMBINATION TYPE PROGRAM OF GERTRUDE FELLOWS SCHOOL  
1968-1969

NO.	WORD MEANING			STANFORD ACHIEVEMENT TEST PARAGRAPH MEANING			STUDY SKILLS		
	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
1.	3.8	3.6	-0.2	2.8	3.9	1.1	2.5	2.9	0.4
2.	6.7	7.6	1.9	6.5	7.1	0.6	8.2	7.4	-0.8
3.	7.3	9.5+	2.2+	6.0	9.5+	3.5+	7.1	6.8	-0.3
4.	9.5	9.5+	0.0+	9.5	9.5+	0.0+	8.2	8.8	0.6
5.	7.8	9.5+	1.7+	8.0	8.6	0.6	5.5	6.9	1.4
6.	5.7	6.7	1.0	5.2	5.9	0.7	4.6	5.1	0.5
7.	6.7	7.5	0.8	6.7	6.9	0.2	6.3	6.8	0.5
8.	5.6	7.3	1.7	5.6	6.9	1.3	5.8	6.3	0.5
9.	6.4	8.3	1.9	6.9	8.4	1.5	6.2	6.5	0.3
10.	4.2	5.8	1.6	4.9	7.5	2.6	5.3	6.5	1.2
11.	6.4	6.7	0.3	5.2	6.9	1.7	5.5	4.9	-0.6
12.	9.5	9.5+	0.0+	9.5	9.5+	0.0+	7.0	6.9	-0.1
13.	8.3	8.8	0.5	9.5	9.5+	0.0+	6.8	8.8	2.0
14.	8.3	9.5+	1.2+	6.5	7.7	1.2	7.9	6.7	-1.2
15.	7.3	8.8	1.5	6.7	9.5+	2.8	5.7	7.5	1.8
16.	*	6.1	*	*	5.9	*	*	6.8	*
17.	4.1	6.4	2.3	4.1	5.1	1.0	4.6	6.5	1.9
18.	4.7	4.7	0.0	5.3	4.6	-0.7	2.7	4.4	1.7
19.	4.4	7.0	2.6	3.7	6.3	2.6	4.6	5.2	0.6
20.	6.4	9.5+	3.1+	6.5	6.9	0.4	6.3	7.0	0.7
21.	7.3	8.3	1.0	9.5	9.3	-0.2	7.0	6.6	-0.4
22.	4.4	5.4	1.0	3.7	6.7	3.0	7.9	6.8	-1.1
23.	6.4	9.5+	3.1+	5.7	9.3	3.6	4.6	7.0	2.4
24.	6.1	8.3	2.2	6.5	9.3	2.8	8.2	7.9	1.1
25.	7.5	8.8	1.3	7.0	7.7	0.7	5.8	6.9	1.1
26.	3.9	5.3	1.4	5.4	5.7	0.3	5.0	4.0	-1.0
27.	5.4	9.5+	4.1+	5.9	9.5+	3.6+	5.0	7.3	2.3
TOTAL	164.1	207.4	38.1	162.7	203.6	34.9	154.3	175.2	14.1
MEAN	6.31	7.69	1.47	6.26	7.54	1.34	5.93	6.49	.54

\* Absent when tested.

## APPENDIX B

TABLE II

BASIC DATA OF COMBINATION TYPE  
 READING PROGRAM GERTRUDE  
 FELLOWS SCHOOL  
 1968-1969

NO.	PMA	IQ	SCOTT, FORESMAN INVENTORY- SURVEY TEST
1.	95		4.5
2.	120		9.0
3.	114		8.5
4.	123		9.0
5.	113		8.5
6.	107		5.0
7.	128		8.0
8.	122		8.0
9.	120		8.0
10.	115		5.5
11.	110		7.0
12.	119		9.0
13.	125		8.5
14.	116		9.0
15.	130		7.5
16.	97		5.5
17.	98		5.5
18.	107		5.0
19.	101		5.5
20.	110		8.0
21.	121		8.5
22.	101		5.0
23.	111		7.0
24.	114		9.0
25.	118		8.0
26.	113		4.5
27.	107		7.5
TOTAL	3055		194.0
MEAN	113.2		7.19



## APPENDIX C

Adapted From Witty Interest Inventory

### WITTY INTEREST INVENTORY

Teachers' and Clinicians'  
CHILD STUDY RECORD

Paul Witty and David Kopel  
Northwestern University Psycho-Educational Clinic  
Evanston, Illinois

Revised by Paul Witty and Anne Coomer, 1948  
Form VI. Pupil Report of Interests and Activities

### (SAMPLE INTEREST INVENTORY)

Name \_\_\_\_\_ Age \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_ Teacher \_\_\_\_\_

These questions are to find out some of the things boys and girls do and how they feel about certain things. Answer each question as accurately as you can. If you do not understand a question, you may ask your teacher about it.

1. When you have an hour or two that you can spend just as you please, what do you like best to do? \_\_\_\_\_  
\_\_\_\_\_

2. What do you usually do:

After school? \_\_\_\_\_

In the evening? \_\_\_\_\_

On Saturdays? \_\_\_\_\_

On Sundays? \_\_\_\_\_

3. Do you enjoy reading? \_\_\_\_\_

Do you like to have someone read to you? \_\_\_\_\_ Who? \_\_\_\_\_

Apart from lessons, about how much time each day do you spend reading? \_\_\_\_\_

Do your parents encourage you to read at home? \_\_\_\_\_

What are the names of some books you have been reading during the last two months? \_\_\_\_\_  
\_\_\_\_\_

Draw a line through the names of those books which you did not finish.

Do you have a card for the public or school library? \_\_\_\_\_

How often do you get books from the library? \_\_\_\_\_

How many books do you have of your own? \_\_\_\_\_

Name some: \_\_\_\_\_

What other books would you like to own? \_\_\_\_\_

About how many books are there in your home? \_\_\_\_\_

Underline the kinds of reading you enjoy most: History, travel, plays, essays, adventure, stories, science, poetry, novels, detective stories, fairy tales, mystery stories, biography, music, art.

4. Do you like school? \_\_\_\_\_

What school subjects do you like best? \_\_\_\_\_

Second? \_\_\_\_\_ Third? \_\_\_\_\_

What school subjects do you dislike? \_\_\_\_\_

What do you do best in school? \_\_\_\_\_

5. About how much time each day (outside of school) do you spend doing school work? \_\_\_\_\_

Do your parents help you with this? Never, sometimes, often (Underline).

6. What things do you wonder about? \_\_\_\_\_

7. What newspapers do you read? \_\_\_\_\_

What parts do you like best? \_\_\_\_\_

Name the comic strips you read and underline your favorites.

8. What magazines are received regularly at your home?

\_\_\_\_\_

Underline those which you read.

Name your favorite magazines. \_\_\_\_\_

Name the comic books you read and underline your favorites.

\_\_\_\_\_

Where do you get your magazines and comic books? \_\_\_\_\_

\_\_\_\_\_

## APPENDIX D

### DATA FROM INTEREST INVENTORY

1. When you have an hour or two that you can spend just as you please, what do you like to do?

Read	25	Ride bike	6
Hobby	5	Sports	12
Sew	2	Mow lawn	1
Draw	3	Shop	1
TV	8	Cook	1
Play	15	Play piano	1
Hike	2	Play guitar	1

2. What do you usually do?

After school:

Read	5	Play piano	4
TV	16	Homework	8
Play	23	Paper route	5
Sports	10	Chores	5
Shop	2		

In the evening?

Read	10	Ride bike	2
Hobby	1	Sports	11
TV	26	Homework	23
Play	12	Practice piano	2

On Saturdays?

Read	3	Music lesson	1
Hobby	2	Homework	4
TV	21	Paper route	1
Play	30	Chores	11
Sports	10	Go to library	1
Shop	5	Go to movie	5

On Sundays?

Read	6	Sports	8
Hobby	1	Homework	7
TV	4	Chores	4
Play	21	Go visiting	4
Ride bike	2	Church	26
Go for a ride	2		

## 3. Do you enjoy reading?

Yes	47	No	5
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## Do you like to have someone read to you?

Yes	31	No	21
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## Who?

Teacher	15	Sister	1
Mother	7	Anyone	3
Father	3		

## Apart from lessons, about how much time each day do you spend reading?

5-10 minutes	1	Three hours	1
15 minutes	3	Four hours	1
$\frac{1}{2}$ hour	17	Don't know	2
One hour	9	No time	2
Two hours	16		

## Do your parents encourage you to read at home?

Yes	45	No	6
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## What are the names of some books you have been reading during the last two months?

The Story of My Bones	Iowa and War
Microbiology	I Am a Man
My Side of the Mountain	Stars, Planets, Galaxies
Kate Shelly	Evolution, Conquerors from Darkness
The Viking Armitage	Fun with Astronomy
Armitage Fly Away Home	Little Women
Chitty Chitty Bang Bang	Tom Sawyer
Doctor Dolittle's Post Office	Thirty Seconds Over Tokyo
The Dark Lower Mysteries	Sam Henderson, Texas Ranger
The Magic Touch	The Knight's Castle
Old Yeller	Merry Men of Gotham
Trixie Belden	Helen Keller
Hardy Boys	Motoring and Carting
Tom Swift	Best Friends
Mad Scientist Club	The Fashion Doll
Cave Men	Stolen Pony
Science Fiction	Parent Trap
Planet of the Apes	

Early Men, a Guide to Mammals	The Cat You Care For
Children of the Supernatural	Sea Star
Children of the Covered Wagon	High Spy
Missing Melinda	The Babysitter's Book
Call Me Charlie	Black Gold
Clues in the Woods	Time at the Top
Runaway Slave Harriet	Mine for Keep
Edith Cavel	The Black Stallion Mystery
Timecat	Paddington Helps Out
Ganga	A Bear Named Paddington
Walt Disney's True Life	Street Rod
Adventures	Crash Club
Giant Stories	The Story of Bob Gibson
Education of a Ballplayer	Dinosaurs
Witches Bridge 2	The Saturn Rocket
Living Free	Baseball for Boys
The First Men in the World	Ellen and the Gang
Albert Einstein	Clancy's Glorious Fourth
The Moon Rocks	Nancy Drew
The Mystery of the Fiery Eye	Donna Parker
Mustang	The Mystery Box
Good Luck to the Rider	The Mystery Key
Aggie, Maggie, and Tish	Teenage Outer Space Stories
The Penderal Puzzle	

Do you have a library card for the public or school library?

Yes 50

No 4

How often do you get books from the library?

Twice a week	1	Once every two months	1
Once a week	25	Not very often	3
Twice a month	7	Often	2
Once a month	8		

How many books do you have of your own?

2	1	25	1	75	1
5	1	30	6	100	4
6	1	32	1	125	1
8	1	35	1	150	2
15	1	50	7	200	3
20	6	60	2	257	1

Name Some:

My Side of the Mountain	2	Black Rock Cave
Chitty Chitty Bang Bang		Your Own Joke Book
White Ruff		Living Free
House of Secrets		Nancy Drew 2
Black Beauty 3		Baseball

Treasure Island  
 Amy Moves In  
 Charlie Brown 4  
 Compton's Science Dictionary  
 Bible  
 Jenny Lind  
 Wild Boy  
 Life of Sandy Coufax  
 African Animals  
 Hardy Boys  
 Story of Bob Gibson  
 Dr. Suess Books 2  
 Butterflies  
 Stamps  
 Saturn  
 The Planets  
 Magic Elizabeth  
 Donna Parker  
 Mystery House  
 Room 10  
 Anne of Green Gables  
 Queenie Pevie  
 Henry and the Club  
 Dragging and Driving  
 Great Tales of Action

The Aliens  
 Cat in the Hat  
 Mystery of the Moss Covered  
 Mansion  
 Go Dog Go  
 Camping  
 Powder Keg  
 Little Women 3  
 Little Men  
 The Red Pony  
 The Ghost of Dibble Hollow  
 Children of the Supernatural  
 Horses  
 Mad Scientist Club  
 Planet of the Apes  
 Trouble for Rupert  
 Parent Trap  
 How to Star in Baseball  
 Prehistoric Life  
 Wizard of Oz  
 Call of the Wild 2  
 Swiss Family Robinson  
 Pippi Longstockings  
 Eight Cousins 2

What other books would you like to own?

Big Red 2  
 A Fish Out of Water  
 ESP  
 Super Natural 2  
 All About Submarines  
 About Mexico  
 My Side of the Mountain 4  
 Kathy Martin, Sierra Adventure  
 High Spy  
 Raggedy Ann  
 Call of the Wild 2  
 Black Beauty  
 Little Men  
 Little Women  
 ABC's of Astronomy  
 Black Rock Cave

Animal books  
 Mystery 3  
 Adventure books 2  
 Horse stories  
 Nancy Drew books  
 Science fiction books  
 Biographies  
 History  
 Baseball books  
 Charlie Brown books  
 Encyclopedia 4  
 Tom Swift Series  
 Heidi  
 Red Dog Center  
 Your Own Book of Campcraft

How many books are there in your home?

50-100	7	400	3
100-200	7	500	9
300	2	600	1
800	2	2,000	8

900	1	3,000	2
1,000	9	10,000	1
1,500	1	100,000	1

Underline the kinds of reading you would enjoy most.

History	11	Novels	9
Travel	7	Detective	29
Plays	12	Fairy tales	13
Essays	1	Mystery	44
Adventure	44	Biography	17
Science	26	Music	5
Poetry	6	Art	4

4. Do you like school?

Yes	30	Sometimes	16
No	7	No answer	1

What school subjects do you like best?

Reading	8	Art	2
Gym	12	Writing	1
Science	12	Spelling	3
Math	8	Language	1
Social studies	7		

Second?

Reading	7	Art	4
Gym	5	Spelling	5
Science	9	Language	4
Math	6	Music	3
Social Studies	11		

Third?

Reading	2	Art	6
Gym	1	Spelling	2
Science	13	Language	7
Math	11	Music	6
Social studies	6		

What school subjects do you dislike?

Reading	5	Art	2
Science	7	Spelling	7
Health	4	Language	8
Math	17	Music	2
Social studies	10		



What do you do best in school?

Reading	14	Art	2
Science	11	Spelling	7
Gym	8	Language	1
Math	7		
Social studies	3		

5. About how much time each day (outside of school) do you spend doing school work?

5 minutes	1	1 hour	20
10-15 minutes	2	2 hours	9
$\frac{1}{2}$ hour	10	3 hours	4
45 minutes	2		

Do your parents help you with this?

Never	3	Sometimes	34	Often	17
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6. What things do you wonder about?

Cars		I don't
Future	5	Grades
Sports		When we are going to Spirit
Language		Lake
The edge of the universe		What other people are thinking
How to do something		What I'm going to be
Astronomy		5
Baseball	2	If I will ever get a horse
Today's problems		Moving
School	2	If we will ever get a big dog
Space	5	What my parents are thinking
Life		What will happen to me
What should we name our dog		Myself
What I will do in the future	2	About the world
What is nothing like		Picking beans
The next day		E.S.P.
Working	2	Dinosaurs
Iowa		Tests
How teachers stand it	2	Super natural
If God just made a female and a male and if we're all relatives.		
Whether the space ships will complete a mission or not.		
Why I don't understand math and other people do.		
If I want to be a school teacher and will I be a good one.		

## 7. What newspaper do you read?

Ames Tribune	34
Des Moines Register and Tribune	27
Albeon Pennsylvania Tribune	2
None	2

## What parts do you like best?

Front page	5	Ann Landers	1
Sports	19	All of it	2
Comics	36	Deaths and accidents	1
Womens section	3		

## Name the comic strips you read and underline your favorites.

## Those read:

Abbie 'n Slats	1	Ferdnan	4
Alley Oop	1	Freckles	1
Archie	1	Hi and Lois	4
Blondie	18	Judge Parker	1
Better Half	1	Miss Peach	2
Boner's Ark	5	Peanuts	34
Born Loser	5	Perkins	6
Bugs Bunny	4	Pixies	6
Captain Easy	1	Short Ribs	1
Citizen Smith	4	Steve Canyon	1
Dennis the Menace	13	Winthrop	1
Family Circus	24	Wizard of Id	7

## Favorites:

Archy	1	Ferdnan	1
The Better Half	1	Hi and Lois	3
Blondie	8	Peanuts	23
Boner's Ark	3	Perkins	3
Born Loser	4	Pixies	3
Bugs Bunny	2	Winthrop	1
Citizen Smith	2	Wizard of Id	3
Dennis the Menace	8		
Family Circus	15		

## 8. What magazines are received regularly at your home?

American Girl	1	Family Circle	5
Ames Journal of Nursing	1	Farm Journal	1
Argosy	2	Fashion Magazine	1
Better Homes and Gardens	12	Golden Magazine	1
Boys Life	5	Good Housekeeping	3
Business Week	3	Hair Do	1
Camper Special	1	Harpers	1

Canadian Times	1	House Beautiful	1
Iowan	1	Popular Science	1
Jack and Jill	1	Post	3
Lady's Home Journal	1	Ranger Rick	1
Life	22	Readers Digest	5
Look	6	The Rotarian	1
Mad	1	Saturday Review	2
McCalls	10	Scientific American	2
Moose Club	1	Sports Illustrated	4
National Geographic	14	Time	10
National Wildlife	2	U.S. News and World Report	1
New Yorker	2	Venture	1
Newsweek	2	Wild Life	1
Outdoor Life	4	Woman's Day	1
Popular Mechanics	2		

Underline those which you read.

American Girl	1	Look	3
Ames Journal of Nursing	1	Mad	1
Argosy	1	McCalls	5
Better Homes and Gardens	2	Moose Club	1
Boys Life	4	National Geographic	13
Business Week	2	National Wildlife	1
Camper Special	1	New Yorker	1
Family Circle	3	Newsweek	2
Farm Journal	1	Outdoor Life	2
Fashion Magazine	1	Popular Mechanics	2
Golden Magazine	1	Popular Science	1
Good Housekeeping	3	Post	2
Hair Do	1	Ranger Rick	1
House Beautiful	1	Readers Digest	3
Iowan	1	The Rotarian	1
Jack and Jill	1	Scientific American	2
Lady's Home Journal	1	Sports Illustrated	4
Life	13	Time	4
		Woman's Day	1

Name your favorite magazines:

American Girl	1	Mad	4
Boys Life	6	McCalls	3
Cosmopolitan	1	National Geographic	9
Family Circle	2	Outdoor Life	3
Golden Magazine	1	Popular Science	1
Good Housekeeping	2	Readers Digest	3
Hair Do	1	Sports Illustrated	3
Holiday	1	Time	2
Hot Rod	1	Woman's Day	1
Iowan	1		
Jack and Jill	1		
Life	12		
Look	1		

Name the comic books you read and underline your favorites.

Those read:

Archie	10	Peanuts	13
Batman	4	Phantom	1
Battle of the Bulge	1	Popeye	1
Bob Hope	1	Richie	2
Bugs Bunny	1	Sad Sack	2
Dennis the Menace	7	Sergeant Rock	1
Dot	3	Sick	1
Jughead	1	Super Hero	2
Jerry Lewis	1	Superman	6
Lotta	2	Twilight Zone	1
Mad	3	Walt Disney	1
Millie	1		

Favorites:

Archie	7	Peanuts	8
Battle of the Bulge	1	Richie	2
Dennis the Menace	3	Sad Sack	1
Dot	3	Sick	1
Jughead	1	Super Hero	1
Lotta	2	Superman	5
Mad	3	Twilight Zone	1
Millie	1	Walt Disney	1

APPENDIX E

Research and Development  
of  
Curriculum Materials  
for  
AMES COMMUNITY SCHOOL DISTRICT, AMES, IOWA

LANGUAGE ARTS

A

TENTATIVE CURRICULUM GUIDE

FOR

GRADE 5

developed

June 10-21, 1968

## SKILLS TO BE ATTAINED IN 5TH GRADE

LITERATURE	COMPOSITION
I. Identifies the theme of literature read	I. Interprets characters and reads both poetry and prose effectively
II. Uses glossary and index	II. Participates in class discussion in a give-and-take manner
III. Judges characters by their conversation	III. Achieves logical organization for longer compositions
IV. Identifies both major and minor characters	IV. Varies sentence patterns and uses sensory words and concrete words
V. Identifies biography and autobiography as a form of literature	V. Uses language that fits intended reader and subject of writing
VI. Recognizes characteristics of a folk tale	VI. Follows an outline using main topics, subtopics and details
	VII. Begins to use oral communication to convince

## SYLLABUS FOR FIFTH GRADE:

- I. Independent Reading
  - A. Suggested readings
    - 1. Library books
    - 2. Supplementary books
  - B. Evaluate individual child's reading ability

- I. Related Composition Activities
  - A. Have book chats. Children tell a little about the book they have chosen, the author, some of the characters, the setting, why they chose the book. Other children listen to chat. They may ask questions at the end of chat.

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## LITERATURE

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## COMPOSITION

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### I. Related Composition Activities (Cont.)

- B. Help students become aware of sounds we ignore by having them sit quietly for three minutes. During this time they are to listen carefully to any audible sounds. After the three minutes have passed, have the students write or name the sounds heard during the listening period. Go on to discuss the need for both visual and auditory observation for exact writing.
- C. Play part of a modern classical record to the class while they listen. Do not tell the students the name or the theme of the music. Then, ask the students to write a paragraph telling what the music was about. Stress handwriting skills.

### II. Adventure

- A. Suggested supplementary readings
  - 1. Call It Courage by Armstrong Sperry
  - 2. The Loner by Esther Wier
  - 3. ... and now Miguel by Joseph Krungold
  - 4. My Side of the Mountain by Jean George
  - 5. Screwball by Alberta Armer

### II. Related Composition Activities

- A. Read almost to the climax of an episode. Then ask the students to write how they think the episode ended. Stress using complete sentences, capitalization, punctuation, and proofreading.
- B. In an oral discussion, compare the language and dialect of the characters in the book with our language. Pick out slang words and discuss their meaning and use.

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## LITERATURE

- II. Adventure (Cont.)
- B. Plot structure
1. Story develops up to a climax and on to a satisfactory ending
  2. Adventures usually seem believable although they have great amount of action
  3. One character quickly becomes a central figure and hero of the adventure while minor characters play smaller parts in plot
- III. Historical Fiction
- A. Suggested supplementary readings
1. Children of the Covered Wagon by Mary Jane Carr
  2. Ben and Me by Robert Lawson
  3. This Dear-Bought Land by Jean Lee Latham
  4. The Buffalo Knife by William O. Steele
- B. Setting
1. Enlarge awareness of heritage of U.S.

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## COMPOSITION

- II. Related Composition Activities (Cont.)
- C. Discuss the point of view used in the story. Then, give the students a reproduced copy of a short narrative paragraph from the chapter you are reading. Ask the students to "translate" the paragraph from the person in which it is written into first or third person.
- D. Give the children a sentence from the story. Ask them to rewrite this sentence in two different ways.
- E. Discuss the main character's attitude and feelings in different parts of the story. Then, discuss how this is showed in his actions and conversations.
- III. Related Composition Activities
- A. Discuss what makes the characters real people who are much like people today, even though they live at a different time.
- B. To help the students develop a sense of tone, ask them to write two descriptive paragraphs about an object in nature. In one description, they should attempt to make the picture as realistic as possible, as is done in historical fiction. The other description should be written as if it were to appear in a fairy tale.



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## LITERATURE

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- III. Historical Fiction (Cont.)
- B. 2. Seek to reconstruct the life and thought of early America.
3. Identify with early America.
4. Understand difficulties encountered by those who made our country great
5. Understand events happen and are related in chronological sequence
6. Understand reasons for acts and events in early America
7. Understand environment of early Americans
- a. Effects on people
- b. Adjustments people made to it
8. Compare early America and its people with events and people today
- C. Differentiate fact from opinion

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## COMPOSITION

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- III. Related Composition Activities (Cont.)
- B. Descriptive words should be carefully chosen in both paragraphs. Later class discussion about these paragraphs will lead the students to see that personification is used in the fairy tale description.
- C. Have the students write a series of diary entries, all describing the same incident on the same day, but as they might appear in the diaries of several of the major characters of the story. The children may try to include dialect differences, slang, and the kind of language in each case that they think their character would have used.
- D. The students may attempt to write a letter to a friend or relative in another part of the U.S. as they think one of the main characters would have written it. Since travel was difficult in the past, these letters will tend to be long and "newsy." These letters may be written first, as the character himself would have written it. Then, a second copy may be written as a modern person would write in a modern situation.

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LITERATURE

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COMPOSITION

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- III. E. Students may individually write historical fiction stories. They should pay particular attention to setting, but keep the primary purpose of the story entertaining.
- F. Find pictures of the time in history in which the story takes place. Describe the picture as the character in the story would have seen it and felt about it.

IV. Nature

- A. Suggested supplementary readings
1. A Black Bear's Story  
by Emil E. Liers
  2. The Incredible Journey  
by Sheila Burnford
  3. Sea Pup by Archie Binns
  4. The Secret River by  
Marjorie Kinnan Rawlings
  5. The Blind Colt by Glen Rounds
- B. Conflict
1. Man against his environment
  2. Man and animals against nature
  3. Man against animals
- C. Organize information
1. Judge relevancy
  2. Make necessary generalizations

IV. Related Composition Activities

- A. Skim a newspaper or magazine article and write a short summary of it.
- B. Write a single statement which summarizes an article read.
- C. Locate and evaluate books to be used in writing the report on one of the 50 states. Keep a list of books selected to be used.
- D. Discuss the conflict in the story. Include a discussion of the characters' personalities which made the conflict unavoidable. Discuss how different characters may have avoided this conflict.

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## LITERATURE

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### V. Biographical Sketches

#### A. Suggested Supplementary readings

1. Abe Lincoln Grows Up by Carl Sandburg
2. Negroes Who Helped Build America by Madeline Stratton
3. Doctor Hap by Clara Heintz Burke and Adale Comandini
4. Ride on the Wind by Alice Dalgliesh

#### B. Character evaluations

1. Understand environment and its effects on people
2. Note adjustments people have made to their environments
3. Compare different parts of the U.S. and its people
4. Appreciate contributions various people have made and are making
5. See character's faults and weaknesses as well as his virtues and strengths
6. Continue to understand the character through his conversations and relationships with others
7. Understand the relationship between major and minor characters

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## COMPOSITION

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### V. Related Composition Activities

- A. Orally evaluate a magazine article the student has recently read. Include a limited judgement of fact and opinion and reliability of source.
- B. Using one's own writing style, write a brief description of the personality and appearance of someone in the class. Read the description orally and see if the class can guess who the person described is.
- C. One of the students may read an article to the class. The class may critically discuss the article. Stress any style, author's point of view, and purpose.
- D. Write a summary of an event in the life of one of the persons read about. Use colorful language in describing the character.

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## LITERATURE

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- VI. Folk Tales and Fairy Tales
- A. Suggested supplementary readings
1. The Merry Adventures of Robin Hood by Howard Pyle
  2. The Lion, the Witch and the Wardrobe by C. S. Lewis
  3. The Children of Green Knowe by Luch M. Boston
  4. Tall Tale America, "Pecos Bill, King of Texas Cowboys" by Walter Blair
  5. Fairy Tales, "Rapunzel," "The Woodcutter's Child," "The Three Languages" from the Brothers Grimm
- B. Descriptive language
1. Interpreting picturesque expression
  2. Getting sensory impressions
  3. Recognizing humor
  4. Continuing to read for enjoyment
  5. Recognizing exaggeration as a basic requirement of the tall tale
- C. Style--recognizing the distinct style of a folk tale

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## COMPOSITION

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- VI. Related Composition Activities
- A. Write the final state report.
- B. Make an outline of the events occurring in the story.
- C. Make a list of colorful words which describe a character in the story.
- D. Write a tall tale, paying special attention to the use of exaggeration, comparisons, and descriptive language. (This tale may be about a young boy or girl solving problems which grown-ups cannot solve.) Use dialogue in the tall tale.
- E. The students may use an atlas to pick a city at random. Then, write a letter to a fifth grade class in this city, asking for a pen pal.
- F. The students may re-word some of the sentences in the story which contain figures of speech. Discuss the effects the changes have on the meaning and impact of the sentence.
- G. The teacher could reread parts of the story. Ask the children to listen for and note words which have a connotation of goodness.

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## LITERATURE

### VII. Long Biography

#### A. Suggested supplementary Readings

1. The Helen Keller Story  
by Catherine Owens Peare
2. Dr. George Washington Carver,  
Scientist by Shirley Graham
3. Carier Sails the St. Lawrence  
by Esther Averill
4. Amerigo Vespucci by Nine  
Baker Brown

#### B. Distinct characteristics of biography and autobiography

#### C. Character

1. Understanding factors that make the main character significant
2. Identifying events in his life which contributed to his becoming significant.
3. Recognizing his contribution to society and its effect on other people and events
4. Identifying people in his background who contributed to molding his life
5. Recognizing the dual roles a character plays within family living and living in a society
6. Understanding how author presents character as realistically as possible

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## COMPOSITION

### VII. Related Composition Activities

- A. To dramatize the difference in meaning that variations in stress and in punctuation can make, read the same sentence from a story several times. Each time it is read, place the stress on a different word. For example, the following sentence may be read in four different ways with a different word stressed each time. The underlined word receives the stress in each sentence.

Captain Davis is coming.

Captain Davis is coming.

Captain Davis is coming.

Captain Davis is coming.

- B. Have the students write and read to the class a telegram which they might have sent to the main character of the biography on one of his last birthdays. State the occupation of the person writing the telegram. For example: pretend you are a childhood friend or the President of the United States.

- C. Have the students write the first two pages of a biography of a real or fictitious person that they think might make boys and girls want to read the rest of the book.

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## LITERATURE

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## COMPOSITION

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### VIII. Plays

- A. Suggested reading--"In Sherwood Forest" from Robin Hood, dramatization by Floy Winks DeLancy
- B. Setting--define and try to visualize
- C. Dialogue and actions
  - 1. Describe the situations characters are in which make them speak and act as they do
  - 2. Identify struggles which make main characters speak and act as they do
  - 3. Discover changes in the characters' speech and actions after the problem has been solved.
  - 4. Understand how dialogue reveals the character throughout the play.

- D. Have the students read a biography. Then prepare an oral book review that will make the class members want to read the book.
- E. Ask the students to recall and write about daydreams of glory they have conceived. They should include in their stories the recognition that "dreams of glory" are not realized without the expenditure of a large amount of hard work and sacrifice.

### VIII. Related Composition Activities--Plays

- A. In a class discussion, have the students put themselves in the place of the main character. Tell how they would think and act.
- B. Let students take turns portraying through actions some type of activity while the class tries to guess what they are doing.
- C. Have the students write and present simple space plays to culminate the science T.V. unit on the universe.

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## LITERATURE

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- IX. Poetry and Choral Reading
- A. Suggested supplementary readings
1. Time for Poetry ed. by May Hill Arbuthnot
  2. The Arbuthnot Anthology ed. by May Hill Arbuthnot
  3. Golden Book of Poetry ed. by Louis Untermeyer
- B. Enjoyment and insight--new enthusiasm
1. Built around subject and ideas
  2. "Sings" with good rhythm, unforced rhymes, happy compatibility of sound and subject
  3. Has words rich in sensory and connotative meanings
  4. Has words which are clear, precise, and memorable
  5. Has subject matter which gives the strange or everyday experiences of life new importance and richer meaning

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## COMPOSITION

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- IX. Related Composition Activities--Reading and Writing Poetry
- A. Have the students select a favorite poem. Read it to the class using expression. It should be practiced before it is presented to the class.
- B. Form a verse choir. Have the students do choral reading.
- C. Have the students write a poem of their own. This may relate to a unit being studied in science or social studies. For example, they might pretend they are a Southerner the day after Lee surrendered to Grant. Then, write these feelings into poems.